

50080 SCHOOL PSYCHOLOGY

North Dakota first adopted the National Association of School Psychologists standards for the review of its programs in school psychology in 1996. The ND Education Standards and Practices Board reconfirmed this decision to use the NASP standards by adopting the latest NASP standards revisions at their December 1999 meeting. All North Dakota programs are required to demonstrate the use of performance assessments in their programs and to incorporate the use of current, appropriate instructional technologies.

50080.1. VALUES AS A PROGRAM FOUNDATION

As a specialty within the profession of psychology, school psychology is founded in respect for the dignity and worth of each individual and in a commitment to furthered understanding of human behavior for the purpose of promoting human welfare. The values that serve as a foundation for this field should also provide a foundation for graduate education and professional practice in school psychology.

50080.1-1 A commitment to understanding and responsiveness to human diversity is articulated and practiced throughout all aspects of the program, including admissions, faculty, coursework, practica, and internship experiences. Human diversity is recognized as a strength which is valued and respected. The program promotes recognition and valuing of the uniqueness of each individual, an affirmation of the inherent worth of all human beings, and a commitment to the enhancement of human development and capability through the application of school psychological services.

50080.1-2 The program fosters a commitment to enhancing the strengths of critical socialization institutions such as families and schools through the delivery of school psychological services that are sensitive to the unique needs of systems and organizations, as well as effective in promoting mental health and the acquisition of competencies.

50080.2 KNOWLEDGE BASE, TRAINING PHILOSOPHY, GOALS & OBJECTIVES

The essential knowledge base for the professional practice of school psychology encompasses psychological foundations, educational foundations, interventions and problem solving, statistics and research methodologies, and professional school psychology. That knowledge base should be delivered within a context of commonly held and publicly known values, and clearly articulated training philosophy, goals, and objectives for the preparation of future school psychologists. The same knowledge base standards apply to both specialist-level and doctoral programs. However, there shall be a clear distinction between the two levels and doctoral programs shall ensure greater breadth or depth in each of the areas.

- 2-1 An integrated and sequential program of study and supervised practice shall be provided to all trainees that reflects the values and training philosophy of the program and that ensures the preparation of all trainees in accordance with clearly articulated goals and objectives. There shall be a direct and obvious relationship between the components of the curriculum and the goals and objectives of the program.

NOTE: The specification of content areas in program standards 9.10.2-2 through 9.10.2-8 does not necessarily require that an entire graduate-level course be devoted to each of the areas. The criterion for program approval purposes will be "substantive" preparation in each of the areas. Substantive preparation, depending on the area and the organization of the program, may mean an entire course, portions of one or more courses, didactic components of practica or internship, or practica or internship experiences.

2-2 Psychological Foundations

The program employs a systematic process that ensures that all candidates have a foundation in the knowledge base for the discipline of psychology. That knowledge base shall include:

- a. Biological Bases of Behavior (e.g., biological bases of development, neuropsychology, physiological psychology, psychopharmacology)
- b. Human Learning
- c. Social and Cultural Bases of Behavior (e.g., cross-cultural studies, social development, social and cultural diversity, social psychology)
- d. Child and Adolescent Development
- e. Individual Differences (e.g., Human Exceptionalities, Developmental Psychopathology)

2-3 Educational Foundations

The program employs a systematic process that ensures that all candidates have a foundation in the knowledge base for education. That knowledge base shall include:

- a. Instructional Design
- b. Organization and Operation of Schools (including, but not limited to, education of exceptional learners, school and community-based resources, alternative service delivery systems)

2-4 Interventions/Problem-Solving

The program employs a systematic process that ensures that all candidates possess the knowledge and professional expertise to collaborate with families and school- and community-based professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of children and youth.

Areas of knowledge and practice shall include:

- a. Assessment (diverse models and methods linked to direct and indirect interventions)
- b. Direct Interventions, both Individual and Group (including counseling and behavior management)
- c. Indirect Interventions (including consultation, systems and organizational change)

2-5 Statistics and Research Methodologies

The program employs a systematic process that ensures that all candidates are competent consumers of research and new knowledge, and are able to use diverse methodologies (e.g., ethnographic, single subject designs, quantitative methods) to evaluate professional practices (e.g., interventions) and/or programs.

That knowledge base shall include:

- a. Research and Evaluation Methods
- b. Statistics
- c. Measurement

2-.6 Professional School Psychology

The program employs a systematic process that ensures that all candidates have a knowledge base specific to the professional specialty of school psychology.

That knowledge base shall include:

- a. History and Foundations of School Psychology
- b. Legal and Ethical Issues
- c. Professional Issues and Standards

- d. Alternative Models for the Delivery of School Psychological Services
- e. Emergent Technologies
- f. Roles and Functions of the School Psychologist

50080.3. PRACTICA

Practica are an essential component in the professional preparation of school psychologists.

They provide opportunities for candidates to practice, under supervision, the application of knowledge and specific skills in the resolution of individual, group, and system-level problems.

Practica are consistent with the values and training model of the program. Laboratory or field-based practica are used to evaluate a trainee's mastery of distinct skills as one measure of preparedness to enter the internship.

- 3-1 The program provides a sequence of closely supervised practica experiences through which candidates practice and are evaluated regarding their mastery of distinct skills consistent with the goals and objectives of the program. Practica include, but are not necessarily limited to, orientation to the educational process, assessment for intervention, direct intervention methods, including counseling and behavior management, and indirect intervention methods including consultation.

Practica reflect the following characteristics:

- a. Practica experiences shall include: 1) orientation to the educational process; 2) assessment for intervention; 3) direct intervention (including counseling and behavior management); and 4) indirect intervention (including consultation). Candidate performance shall be systematically evaluated in each area.
- b. Practica experiences shall be distinct from and occur prior to the internship.
- c. Practica occur at time(s), are in settings, and are of sufficient length to be appropriate to the specific training objectives of the program.
- d. There is a direct and obvious relationship between practica experiences and the objectives for which the practica are intended.
- e. Practica experiences occur under conditions of supervision appropriate to the specific training objectives of the program.
- f. Practica experiences are provided appropriate recognition through the awarding of academic credit.

- g. Practica experiences occur with university involvement appropriate to the specific training objectives of the program.
- h. The quality of practica experiences is systematically evaluated in a manner consistent with the specific training objectives of the program.
- i. Practica experiences are conducted in accordance with current legal-ethical standards for profession.

50080.4. INTERNSHIP

The internship is the culminating experience in school psychology graduate preparation. It is a comprehensive experience through which the candidate is required to integrate the knowledge base and applied skills of school psychology in promoting positive educational and mental health practices and in resolving individual, group, and system-level problems. The internship affords the candidate the opportunity to demonstrate knowledge and skills acquired through coursework and practica, as well as to acquire new knowledge and skills. Internship settings shall be appropriate for the goals and objectives of the training program; all candidates shall complete at least one-half of their internship in a school setting. (See Standard 6.10)

- 4-1 A comprehensive internship experience is provided through which all candidates are required to demonstrate, under supervision, their ability to integrate knowledge and skills in providing a broad range of school psychological services. The internship is conceptualized as the culminating component in school psychology graduate education. It affords the candidate the opportunity to work with diverse client populations, a range of problems, and different types of human service programs, using varied intervention methodologies.

The internship experience reflects the following characteristics:

- a. The internship experience is provided at or near the end of the formal training period.
- b. The internship experience occurs on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years.
- c. The internship experience is designed according to a written plan that provides the candidate opportunities to gain experience in a delivery of a broad range of school psychological services. Services include, but are not limited to, assessment for intervention, counseling, behavior management, and consultation.

- d. The internship experience occurs in a setting appropriate to the specific training objectives of the program.
- e. The internship experience is provided appropriate recognition through the awarding of academic credit.
- f. The internship experience occurs under conditions of appropriate supervision. Field-based internship supervisors hold a valid credential as a school psychologist for that portion of the internship that is in a school setting. That portion of the internship which appropriately may be in a non-school setting requires supervision by an appropriately credentialed psychologist.
- g. Field-based internship supervisors are responsible for no more than two interns at any given time. University internship supervisors are responsible for no more than twelve interns at any given time.
- h. Field-based internship supervisors provide, on average, at least two hours per week of direct supervision for each intern.
- i. The internship is based on a positive working relationship and represents a collaborative effort between the university program and field-based supervisors to provide an effective learning experience for the candidate. University internship supervisors provide at least one on-site contact per semester with each intern and supervisor.
- j. The internship placement agency provides appropriate support for the internship experience including: a) a written contractual agreement specifying the period of appointment and the terms of compensation, b) a schedule of appointment consistent with that of agency school psychologists (e.g., calendar, participation in in-service meetings, etc.), c) provision for participation in continuing professional development activities, d) expense reimbursement consistent with policies pertaining to agency school psychologists, e) an appropriate work environment including adequate supplies, materials, secretarial services, and office space, f) release time for internship supervisors, and g) a commitment to the internship as a training experience.
- k. The quality of the internship experience is systematically evaluated in a manner consistent with the specific training objectives of the program.
- l. The internship experience is conducted in a manner consistent with the current legal-ethical standards of the profession.

Systematic evaluation of coursework, practica, internship experiences, faculty, supervisors, and institutional resources is essential to monitoring and improving program quality. It is essential that programs also demonstrate accountability with regard to the overall effectiveness of the total curriculum. That accountability is demonstrated through the ability of the program's graduates to provide school psychological services that effectively respond to the educational and mental health needs of children and youth, their families, and the educational and mental health agencies that serve them.

- 5-1 Systematic evaluation procedures are used to ensure the integrity and quality of the program. Different sources of information (e.g., tests of knowledge, observations of skills, instructional evaluation, performance portfolio, perceptions of students or supervisors) are used, as appropriate, to evaluate components of the program.
- 5-2 The program employs a systematic process to ensure that all candidates, prior to the conclusion of the internship experience, are able to integrate domains of knowledge and applied professional skills in delivering a comprehensive range of services that result in measurable positive changes regarding the educational and mental health needs of children and youth.
- 5-3 The program systematically collects, analyzes, and interprets process and performance evaluation data; results are used to improve the program.

50080.6 PROGRAM LEVEL AND STRUCTURAL REQUIREMENTS

Program Standards 9.10.6-1 through 9.10.6-5 apply to both doctoral and specialist level programs.

- 6-1 The program shall limit the number of credit hours acquired through courses, seminars, and other learning experiences not open exclusively to graduate students to no more than one-third of the candidate's program.
- 6-2 Program requirements exclude credit for undergraduate study, study which is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission.
- 6-3 A full-time continuous residency or an alternate planned experience is required for all candidates. Programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to experiences commonly associated with residency requirements.

- 6-4 The program shall provide an active continuing professional development program for practicing school psychologists.
- 6-5 The program shall meet established approval standards for the appropriate state credentialing body(ies).

REQUIREMENTS FOR SPECIALIST LEVEL PROGRAMS

- 50080.6-6** Specialist level programs shall consist of a minimum of three years of full-time study or the equivalent at the graduate level. The program shall include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience. Institutional documentation of program completion shall be provided.
- 50080.6-7** Specialist level programs shall include at least one academic year of supervised internship experience, consisting of a minimum of 1200 clock hours, at least one-half of which must be in a school setting.

REQUIREMENTS FOR DOCTORAL PROGRAMS

- 50080.6-8** Doctoral programs shall provide greater breadth and depth in knowledge domains and applied competencies. NOTE: Doctoral programs are encouraged to provide opportunities for doctoral study for practicing school psychologists and to allow credit for prior training to the greatest extent possible.
- 50080.6-9** Doctoral programs shall consist of a minimum of four years of full-time study or the equivalent at the graduate level. The program shall include a minimum of 90 graduate semester hours or the equivalent, at least 78 of which are exclusive of credit for the pre-doctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation.
- 50080.6-10** Doctoral programs shall include at least one academic year of pre-doctoral supervised internship experience, consisting of a minimum of 1500 clock hours, at least one-half of which must be in a school setting.

Note: Doctoral candidates who have met the school-based internship requirement through a specialist level internship or equivalent experience may complete the pre-doctoral internship in a non-school setting. Program policy shall specifically define equivalent experiences and explain their acceptance with regard to doctoral internship requirements. Demonstration of policy implementation in practice also shall be provided.

History

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